



**AN ERROR ANALYSIS OF STUDENTS' LANGUAGE USE IN WRITING  
HORTATORY EXPOSITION TEXT AT MAS MUALLIMIN MEDAN**

**SKRIPSI**

**Submitted to Faculty of Tarbiyah and Teachers' Training State Islamic**

**University North Sumatera Medan as a Partial Fulfillment of the**

**Requirements for the Degree of S-1 Program**

**By:**

**FADILLAH HANUM**

**34.14.3.009**

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF TARBIYAH AND TEACHERS' TRAINING**

**STATE ISLAMIC UNIVERSITY**

**OF NORTH SUMATERA**

**2018**



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Nomor : Istimewa

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Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan  
seperlunya terhadap skripsi mahasiswa :

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di  
munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU  
Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima  
kasih.

Wassalam,

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## **PERNYATAAN KEASLIAN SKRIPSI**

Saya yang bertanda tangan dibawah ini:

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IN WRITING HORTATORY EXPOSITION TEXT AT MAS  
MUALLIMIN MEDAN**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, September 2018

Yang Membuat Pernyataan

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## **ABSTRACT**

**Fadillah Hanum. 34.14.3.009. An Error Analysis of Students' Language Use in Writing Hortatory Exposition Text at MAS Muallimin. Skripsi. Medan. Faculty of Tarbiyah of Science and Teachers' Training.**

**Keywords: Error Analysis, Language Use, Hortatory Text, Writing**

The aim of this research is to analyse language use error which done by students in writing hortatory exposition text, and to find out why the students made language use error in writing hortatory exposition text. The research methodology of this research was descriptive qualitative research and the procedure of error analysis used is based on Hughey. The participants of this research were eleventh grade students of MAS Muallimin Medan class XI MIA 2, 10 students were asking to write hortatory text based on the topic they choose in sixty minutes. The data of the research were collected from the students' writings focusing on students' language use, and interview to triangulate the data obtained from students' writings. The data analysis was using Miles and Huberman theory; data reduction, data display, and conclusion drawing and verification. The findings of the research are as follow: 1) writer has analysed that students did language use error in simple present tense 4%, noun and pronouns 50%, verbs 34%, adjectives 2% , adverb 4%, and conjunction 6%. Based on the total results of error, the writer found out that the the most errors are noun and pronoun with the percentage 50%, the second most error is verb 34%, then conjunction 6%, simple present and adverb 4%, and the last adjectives 2%. 2) the students made errors because three students said that they had less vocabulary and four students said that they are lack of grammar so they have difficulties in arranging the sentences correctly.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah the beneficent and merciful.*

All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her 'skripsi' after long effort of writing. Peace, blessing and salutation be upon to our great prophet Muhammad SAW, his family, his descendants, and his followers who strived in Islam.

This skripsi is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In this precious occasion, the writer would like to express her greatest gratitude and honor to her beloved parents, Mulyadi and Salmiasih who have been supporting and encouraging the writer to finish this 'skripsi'.

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The writer truly realizes that this skripsi can not be considered as a perfect skripsi without critique and suggestion from others. Therefore, writer would like to accept constructive criticism to make this skripsi better.

Medan, September 2018

Fadillah Hanum

34.14.3.009



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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Writing is one of those language skills in learning English. It is an important subject taught at every level of education. Writing can be defined as the ability to write and express the idea. In expressing the idea every person has different way. Someone has capability to spoken it, and the other one feel confident to written it.

Based on Board of National Education Standard (Badan Standar Pendidikan Nasional/BSNP), the Standard of Content of the Indonesian Curriculum of English is the teaching of English carried out based on the standard of competences and basic competences including four languages skills, they are listening, speaking, reading and writing.<sup>1</sup>

A writing is a complicated process, because the writing needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts.

Writing is not only about write something in a piece of paper but also make the sentence cohesion and coherence. Cohesion is your writing is sticking

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<sup>1</sup> Departemen Pendidikan Nasional (Depdiknas). *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. (Jakarta: Depdiknas, 2006 )

together. Coherence means your paragraph is easy to understand. Students need to arrange the word or the sentence correctly in order to make readers understand.

Writing is a difficult skill for many students at school, even in their mother tongue.<sup>2</sup> There are some reasons for this. The first, writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of a child's normal development. Next, the problem is the absent of audience. When we write, we cannot consult with the reader. It is difficult to know what information which the reader needs so it is hard to know what to write.

Student of senior high school should be able to writing a text. Many kinds of text are learned in English subject. There are 12 genres of text that should be mastered by the senior high school students; narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text.<sup>3</sup> One of the difficult text is hortatory exposition text. Hortatory exposition text is an argument text which learned in eleventh grade of senior high school. The main purpose of hortatory text is to persuade the reader that something should be or should not be the case.

In a process of writing hortatory text there is a part which important to know. This part is language use. Language use is one of important component to consider the writer should concern to the rules of grammatical structure. These types of grammatical structures are simple present, conjunction connectivity, action verb, adjective, adverb, noun, and pronouns.

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<sup>2</sup> Jill Hadfield and Charles Hadfield, *Introduction to Teaching English* (Oxford University Press: 2008), 116.

<sup>3</sup> Badan Standar Nasional Pendidikan, *PerMenDikNas RI No. 41 tahun 2007*.



Language use is very significant in writing. Reader will have no problem to catch the point of our writing if writer use the right language use. Students are expected to choose the right of language use in their writing. They have to follow the correct rules in the components of language use. They should know when they have to use present tense in writing a sentence. They should use conjunction when connecting two sentences, or they might be using adjective instead of adverb.

In reality, students often did error in using language use. They misuse its components. They do not use adjectives when describe a characteristic of someone but adverb. Some students even confused whether they should add a noun or pronoun. They did not put it correctly.

Considering some descriptions above, the researcher wants to conduct a study on the title: An Error Analysis of Students' Language Use in Writing Hortatory Exposition Text.

## **B. Statements of The Problem**

According to the background of the study above, the problems in this research could be formulated as follows:

1. The students have learned about hortatory but they still difficult to write hortatory text.
2. The students have learned about grammar but they still did error in their writing.
3. The students are lack of language form and they made many errors

### **C. Research Questions**

Based on the statements the problem the research question could be formulated as follow:

1. What kinds of language use error are done by students in writing hortatory exposition text?
2. Why did error in language use are done by students in writing hortatory exposition text?

### **D. Purposes of The Study**

The objectives of this research would aim:

1. To analyse what kinds of errors which done by students in writing hortatory exposition text.
2. To find out why students made language use error in writing hortatory

### **E. The Significances of The Study**

#### **1. Students**

- a. Students are expected to contribute to the English Department and other researcher
- b. To make students more carefully in writing text
- c. Increasing their motivate to learning more about writing because they can do better by know their mistake.

#### **2. Teachers**

- a. It helps the teacher to find the better way to teach English. It can be given to the teacher as variation in teaching English language.

- b. To give an alternative when their teaching English so their student will be more understand.

#### **F. Limitation of The Study**

The researcher focused on this study to the students of eleventh grade in MAS. Muallimin Medan. As limitation of the research, the researcher focused this study on analyzing language use error they did in writing hortatory exposition text.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review of Literature**

##### **A.1 Writing**

###### **A.1.1 Definition**

Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Allah SWT reveals about writing in Al-Qur'an.

Surah Al-'Ala

الَّذِي عَلَّمَ بِالْقَلَمِ؛

Meaning : *“Who taught (to write) with the pen”*.

By the pen human write every knowledge that Allah SWT given to us. This pen is a tool, whoever use it in the right way then it is more useful to everybody. It depends on the person. If she is a good person so everything she has done will be useful.

Surah Al-Qolam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ١

Meaning : *“Noon. I swear by the pen and what the angels write.”*

Nun is one of the letter in Hijaiyah, only Allah SWT know what does nun mean, it used to write every destiny of human in Lauhul Mahfuz what was written by the angel is a part of goodness and obedient.

Surah Al-A’Raf: 154

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَحَ ۖ وَفِي نُسْخَتِهَا هُدًى وَرَحْمَةٌ ۖ

لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْهَبُونَ ١٥٤

Meaning: *“And when Musa’s anger calmed down he took up the tablets, and in the writing thereof was guidance and mercy for those who fear for the sake of their Lord.”*

Surah Al-Qomar: 53

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَطَرٌّ ٥٣

Meaning: *“And everything small and great is written down.”*

Everything we did whether it is on purpose or not it will be written in Luhul Mahfuz.

On the other hand, the definitions of writing are variously stated by some experts. Brown, claimed that writing is a thinking process.<sup>4</sup> Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Brown also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.<sup>5</sup> Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.<sup>6</sup> Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to

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<sup>4</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2007), 336.

<sup>5</sup> *Ibid*, 26.

<sup>6</sup> Vicky Urquhart and Monette McIver, *Teaching Writing in the Content Areas*. (Virginia: ASCD, 2005), 5-6.

expect, then, that the teaching of writing is complex as well. Moreover, Harmer states that writing encourages students to focus on accurate language use.<sup>7</sup> It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds. Oshima and Hogue stated that writing is a never a one-step action; it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting.<sup>8</sup> It means that writing deals with the content. It can be said that writing is converting oral to written language according to grammatically correctness. Writing also deals with the basic purposes of writing by conveying and exploring our thoughts and feelings.

Meanwhile, Meyers states that writing is a way to produce language that the writers do naturally when they speak.<sup>9</sup> Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. Boardman states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.<sup>10</sup> It means that writing is complex activity in our mind in processing and creating sentences in the papers.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly,

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<sup>7</sup> Jeremy Harmer, *How to Teach Writing*, (Pearson: England, 2004) , 41.

<sup>8</sup> Alice Oshima and Ann Hogue, *Writing Academic English*. (London: Pearson, 2006), 15.

<sup>9</sup> Alan Meyers, *Writing with Confidence: Writing with Effective Sentences and Paragraph*. 2.

<sup>10</sup> Cynthia A Boardman, *Writing to Communicate*, (New York : Pearson, 2002) 11.

exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

### **A.1.2 Writing Process**

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts.

Harmer suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.<sup>11</sup>

#### **1. Planning**

Before starting to write or type, they try and decide what they are going to say. In planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly,

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<sup>11</sup> Jeremy Harmer, *How to Teach Writing*, (Pearson: England, 2004), 4.



writers have to consider the content structure of the piece, how to sequences the facts, ideas, or arguments which they have decided to include.

## 2. Drafting

Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

## 3. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer, there are two approaches in teaching writing.

They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing.<sup>12</sup> However, teachers have to pay attention to the various stages of any piece of writing process.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Richard and Renandya state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write.<sup>13</sup> The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

Writing process always deal with texts as the products. Feez, states that creating texts requires making choices about the words that are used and how it

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<sup>12</sup> *Ibid*, 23.

<sup>13</sup> J.C Richard and Renandya W.A, *Methodology and Language Teaching an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 303.

can be put together. She also states that there are various kinds of texts called text type.<sup>14</sup>

### **A.1.3 Writing Genre**

Genre approach covers two distinctive dimensions in teaching and learning writing.<sup>15</sup> First, genre is a kind of the text or writing work itself. It views that the language (writing form) must be related to social function of the text. Social function of the text, then implies to certain social environment, and place where and when the text is used. This of course, will vary because of different context and situation. Second, genre as a process or strategy how the writing work is developed, taught, and learned. In this case there is a certain process of production and reproduction. Genre as an approach of course, provides some stages or steps to follow in. This will guide the writer systematically in order to be able to produce the writing work itself.

Harmer said in a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing.<sup>16</sup> Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conversation and the style of genre, and the context in which their writing will be read, and by whom.

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<sup>14</sup> Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002) 4.

<sup>15</sup> I Wayan Dirgayasa, *Maritime English Writing : A Genre Based Approach* (Unimed Press, Medan), 2012, 2.

<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Pearson: England, 2001), 258-259.

#### **A.1.4 Text**

A text is a meaningful linguistic unit in a context.<sup>17</sup> A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non-linguistic context. Linguistic context is the linguistic unit before and after a text. Non-linguistic context is outside text. So, a text is any meaningful linguistic unit in both linguistic context and non-linguistic context.

A text is both a spoken text and written text. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book etc. a text refers to any meaningful short or long spoken or written text.<sup>18</sup>

#### **A.1.5 Genre of the Text**

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment place where and when the text is used. This, of course will be vary due to different context and situation. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of a production and reproduction. Genre as an approach, of course, provides some stages or steps to follow. These

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<sup>17</sup> Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), 1.

<sup>18</sup> *Ibid*, 2.

will guide the writer systematically in order to be able to produce writing work itself.

Basically, teaching and learning writing through genre-based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things –the product the writing and the way or technique strategy of how the process is produced. Then, it also covers the social context and practice of teaching and learning writing through genre approach. However, it is not a matter of technical substance but it would rather tend to the context surrounding the process of writing.

Ann states that actually teaching and learning writing through genre-based approach is a matter of coin with two facets.<sup>19</sup> On one side, genre is viewed as a type of a text or written text. It is a typical model of writing product having its own features, variables, attributes, and characteristics. The distinctive ones may range from physical structure of text or generally known as general structure or rhetorical structure, linguistic features usages, the purpose of the writings, style, and reader, etc. These show that genre-based writing will be different from non-genre-based writing. So, it is clear that the essence of the genre-based writing is not a matter of text types either in spoken or written language but it is about the typical of the text with its own features, variables, attributes, and characteristics. The genre-based writing is a matter of an approach to how writing is viewed and seen. It can be said that seeing writing through genre approach will produce a typical writing work. It is, of course, different from other approaches.

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<sup>19</sup> Ann Hoffman, *Research for Writer* (Methuen Publishing, 2003) 53.

### A.1.6 Writing Assessment

To find out the students' ability in writing, there are some criteria should be considered. Teacher has to have a right concept of writing assessment to assess the writing work appropriately. Based on Hughey, there are five components in writing assessment, namely:<sup>20</sup>

#### 1. Content

Content of writing covers clear main idea, detailed and substantive. All materials are relevant to main idea. The writer must exclude everything irrelevant to main idea to reach excellent level of content of writing.

#### 2. Organization

A writer is expected to demonstrate an understanding of how texts are structured as a whole piece of writing. It includes understanding that each paragraph contains a topic sentence and that all other sentence in the paragraph related to the sentences. Understanding of cohesion involves showing relationship between clauses and sentences by means of linking phrases, phrase and other performs.

#### 3. Vocabulary

In writing, it is a must for the writer to choose and use words appropriately in order to the writing will not ambiguous. Absolutely, the choice of the words, phrases and idioms should be affective.

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<sup>20</sup>Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 141-145.

#### 4. Language use

It is one of important component to consider the writer should concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentence construction, etc.

#### 5. Mechanic

In mechanics the writer concerns with the technical rules of writing include the right punctuation, spelling, and paragraphing. According to Jacob et al scale the rubric of writing assessment as the following:<sup>21</sup>

Component	Criteria	Score			
		Excellent-Very Good	Good-Average	Fair-Poor	Very Poor
Content	Depending on the students' capability to write their ideas and information in the form of logical sentences	20-18	17-14	13-10	9-7
Organization	Thesis statement	10-9	8-7	6-5	4-3
	Arguments	10-9	8-7	6-5	4-3
	Recommendation	10-9	8-7	6-5	4-3
Vocabulary	<ul style="list-style-type: none"> <li>▪ Use word or idioms to express the idea</li> <li>▪ Use of the synonym, antonym, prefix, and suffix</li> </ul>	20-18	17-14	13-10	9-7
Language	<ul style="list-style-type: none"> <li>▪ Simple present</li> </ul>	10-9	8-7	6-5	4-3

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<sup>21</sup> *Ibid*, 104.

Use	tense				
	▪ Conjunction and time connectivity	5-4	3	2	1
	▪ Nouns and pronouns	5-4	3	2	1
	▪ Action verbs, adjectives, and adverb	5-4	3	2	1
Mechanics	▪ Using word approximately ▪ Using a well organized paragraph and text	5-4	3	2	1

## A.2 Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, and research report. Hortatory expositions are popular among science, academic community and educated people.

Djuharie defines that hortatory exposition is a written text with the purpose to share idea, to persuade the readers in order to have an agreement or a disagreement about doing something.<sup>22</sup>

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<sup>22</sup> Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007) 31.



### **A.2.1 Generic Structure**

The generic structure of hortatory exposition usually has three components:

- 1) Thesis, it is a statement or announcement of issue concern.
- 2) Arguments, it contains of the reasons of doing something.
- 3) Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

### **A.2.2 Language Feature**

Hortatory exposition text also has the language features. There are:

- 1) Focuses on generic human and non-human participants
- 2) It uses mental processes. It is used to state what the researcher or speaker thinks or feels about something. For example: realize, feel etc.
- 3) It often needs material processes. It is used to state what happens, e.g. ...has polluted...etc.
- 4) It usually uses Simple Present Tense and passive voice,
- 5) Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly, and finally.

In hortatory exposition text, the students learn how to share opinions, ideas or arguments in form of writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the given topic. This condition

encourages the students to be able to develop or elaborate their arguments in order to strengthen their explanation. It also motivates them to think more critically about the issues that arise in their daily life. The students also need to learn the hortatory exposition text since this type of text is popular among science, academic community and educated people. Because this text is considered very beneficial to be taught for Senior High School students, the teacher should have an appropriate approach for teaching writing hortatory exposition text.

### **A.2.3 Types of Hortatory**

Actually, the exposition or expository genre writing can be classified into two categories: hortatory expository and analytical expository writing. The two categories of exposition genre writing is not extremely different one another. Even though they are slightly different however, their main communicative purposes are similar to convince and persuade the readers.<sup>23</sup>

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<sup>23</sup> I Wayan Dirgayasa, *Writing A Genre Based Perspective*, (Jakarta: Kencana, 2016), p. 161

### A.2.4 Example

	ONLINE JOB
<b>Thesis</b>	<p>Online jobs are selected in part-time employment for many, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we manage effectively.</p> <p>It offers flexibility and convenience that no other job can give. We can work from home with minimal investment and get a good income. The idea of adding weight to our pocket and makes life easier and comfortable is the most reassuring.</p>
<b>Arguments</b>	<p>The reason behind this great opportunity is that every day there are new companies to join. Every day and every minute men are seeking information about everything under the sky of the Internet.</p> <p>As we know, the Internet is the answer to every question, web sites need to update each section and also add reports on developments that have recently joined. Therefore, it is an expansive space for articles.</p>

<b>Recommendation</b>	<p>There are a number of jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education.</p> <p>However we should be very careful because scamming opportunities are always there.</p>
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## Text 2

	<b>CORRUPTION</b>
<b>Thesis</b>	<p>Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.</p>
<b>Arguments</b>	<p>The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.</p> <p>Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough.</p> <p>We have to prevent the younger generations from getting a</p>

	bad mentality caused by corruption.
<b>Recommendation</b>	I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction. <sup>24</sup>

### A.3 Error Analysis in Language Use

Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. The types of errors in language use are simple presents, conjunction and time connectivity, nouns and pronouns, action verbs, adjectives, and adverb.

#### A.3.1 Simple present

The simple present tense is one of several forms of present tense in English. It is simple to form. It uses the base form of the verb or verb 1.

Examples:

- Yasmin bakes apple pie in the morning
- She speaks Turkish fluently

#### A.3.2 Conjunction and time connectivity

There are three types of conjunction: coordinating, subordinating, and correlative.

- Coordinating conjunction

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<sup>24</sup> *Ibid*, 167.

The English language has seven coordinating conjunctions, FANBOYS.  
For, And, Nor, But, Or, Yet, and So.

Examples:

- *The soccer in the park is entertaining in the winter, **but** it is better in the heat of summer.*
- *He was very intelligent, **yet** his grades were poor.*
- Subordinating conjunction

Subordinating conjunction is a word that connects a main clause to a subordinate clause. A subordinate clause is a dependent clause that adds some extra information to the main clause.

There are a lots of subordinating conjunctions, but the most common ones are used as follows:

- |            |               |
|------------|---------------|
| - After    | - when        |
| - Before   | - whenever    |
| - If       | -where        |
| - Since    | - who         |
| - Because  | - that        |
| - Although | – even though |
| - Who      | – etc.        |

Examples:

- If you leave, I will be lonely
- Whenever we run out of cookies, I am sad.
- Correlative conjunction



Verbs change in form, or tense, to indicate whether the actions or states are occurring in the present (or are happening continuously), occurred in the past, or will occur in the future.

Examples:

- I take the bus.                      - I took the bus.
- I am taking the bus.              - I will take the bus.

#### ▪ Adjectives

An adjective describes how something 'is'. For this reason, we often use the verb 'to be' when using adjectives. Adjectives are used to describe nouns. Example: He is a good doctor.

Here are two types of sentences we use with adjectives.

#### **Subject + To be + Adjective**

- Tom is shy.
- Alice is happy.

#### **Subject + Verb + Adjective + Noun**

- That is a big building!
- Peter has a fast car.



- **Adverbs**

Adverbs modify, or tell us more about, other words. Usually adverbs modify verbs, telling us how, how often, when, or where something was done. The adverb is placed after the verb it modifies.

Examples:

- The bus moved slowly.
- The bears ate greedily.

There are 4 types of adverb, they are adverb of time, adverb of place, adverb of manner, adverb of frequency.

- Adverb of time : next year, a month ago, this morning, etc.
- Adverb of place : at my house, in Turkey, and so on.
- Adverb of manner : quickly, slowly, hardly, etc.
- Adverb of frequency : always, usually, often, seldom, never.

### **A.3.4 Nouns and Pronouns**

- **Noun**

A noun is a word that names something: either a person, place, or thing. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or adjective.

## **Types of Nouns**

Nouns form a large proportion of English vocabulary and they come in a wide variety of types. Nouns can name a person, a place, nouns can also name things, although sometimes they might be intangible things, such as concepts, activities, or processes. Some might even be hypothetical or imaginary things.

One important distinction to be made is whether a noun is a proper noun or a common noun. A proper noun is a specific name of a person, place, or thing, and is always capitalized. The opposite of a proper noun is a common noun, sometimes known as a generic noun. A common noun is the generic name of an item in a class or group and is not capitalized unless appearing at the beginning of a sentence or in a title.

## **Types of Common Nouns**

Common or generic nouns can be broken down into three subtypes: concrete nouns, abstract nouns, and collective nouns. A concrete noun is something that is perceived by the senses; something that is physical or real.

### **▪ Pronouns**

Pronouns replace nouns. A different pronoun is required depending on two elements: the noun being replaced and the function that noun has in the sentence. In English, pronouns only take the gender of the noun they replace in the 3<sup>rd</sup> person singular form. The 2<sup>nd</sup> person plural pronouns are identical to the 2<sup>nd</sup> person singular pronouns except for the reflexive pronoun.

Table 1.1 Lists of Pronoun

<b>Subject Pronoun</b>	<b>Object Pronoun</b>	<b>Possessive Adjective (Determiner)</b>	<b>Possessive Pronoun</b>	<b>Reflexive or Intensive Pronoun</b>
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
They	Them	Their	Theirs	Theirselves
We	Us	Our	Ours	Ourselves
She	Her	Her	Hers	Herself
He	Him	His	Him	Himself
It	it	Its	Its	Itself

### Subject Pronouns

Subject pronouns replace nouns that are the subject of their clause. In the third person, subject pronouns are often used to avoid repetition of the subject's name.

Example: Susan can play guitar

**She** can play guitar

### Object Pronouns

Object pronouns are used to replace nouns that are the direct or indirect object of a clause.

Example : Give the book to **me**.

### **Possessive Adjectives (Determiners)**

Possessive adjectives are not pronouns, but rather determiners. It is useful to learn them at the same time as pronouns, however, because they are similar in form to the possessive pronouns. Possessive adjectives function as adjectives, so they appear before the noun they modify. They do not replace a noun as pronouns do.

Example: Samantha will fix **her** bike tomorrow

### **Possessive Pronouns**

Possessive pronouns replace possessive nouns as either the subject or the object of a clause. Because the noun being replaced doesn't appear in the sentence, it must be clear from the context.

Example: That car is **ours**.

### **Reflexive & Intensive Pronouns**

Reflexive and intensive pronouns are the same set of words but they have different functions in a sentence. Reflexive pronouns refer back to the subject of the clause because the subject of the action is also the direct or indirect object. Only certain types of verbs can be reflexive. You cannot remove a reflexive pronoun from a sentence because the remaining sentence would be grammatically incorrect.

Example: I told **myself** to calm down.

## **B. CONCEPTUAL FRAMEWORK**

Writing skill is one of language skills which is needed to be mastered by students, including students of senior high school. Writing skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in writing will help the students to explore ideas and write them into readable texts orderly and grammatically.

On the teaching and learning of writing skill, there are constraints faced by both teachers and students. As for example, the students face difficulties in expressing ideas because of their less writing practice and they do not mastering enough grammar. So, they often make errors in their writing.

Based on the statements above, researcher try to find out whether the students of MAS. Muallimin Medan make errors in writing hortatory. Researcher will give them a test then find what kind of error they make the most. Then researcher will check their writing and explain to them about their errors so in the future they did not do errors anymore.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research described the errors of language use made by students eleventh of MAS. Muallimin Medan in writing hortatory. This research is descriptive qualitative research. Cresswell states that descriptive qualitative research is a research which begins with assumption, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.<sup>25</sup> The multiple data sources of this research are words or images. The result of the analyzing process was also presented in the form of words, clauses, and sentences.

#### **B. Research Setting and Participants**

The researcher has selected MAS. Muallimin Medan as a place to her research. It is located at Jalan Sisingamangaraja km 5,5 Kecamatan Medan Amplas. Researcher focused on eleventh grade students. The class is divided into two classes, XI MIA 1 and XI MIA 2. The subject on her research are students of XI MIA 2.

In this research, the researcher use snowball sampling. Snowball sampling is a sampling technique of data source which initially a small amount, long to

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<sup>25</sup> J. Cresswell, Research Design: *Qualitative, Quantitative and Mixed Methods Approaches 2<sup>nd</sup> Edition*, Thousand Oaks, (CA: SAGE Publication), 38.

be large. S. Nasution stated that the determination of the sample unit is considered to be sufficient if it has reached the level of redundancy (the data has been saturated, and the addition samples do not provide new information).<sup>26</sup> It means by using the subsequent response may no longer be obtained additional meaningful new information.

### **C. Data Collection**

The data was taken from the XI MIA 2 because writer found that students have problems in writing hortatory exposition text. According to Marshall, Gretchen B. Rossman stated in Sugiyono the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review.<sup>27</sup> First, researcher will interview the teacher and the student as well. After that researcher will observe students of MAS. Muallimin Medan especially class XI MIA 2 to get the data. However, researcher will participate in classroom to get every data that needed.

#### **C.1 Instrument**

##### **a. Writing Test**

The writer collected the data by giving test to students. The test instrument written in hortatory text. She gave them a topic and they wrote their opinion about it in hortatory. Then she distributed the test

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<sup>26</sup> *Ibid*, 220.

<sup>27</sup> *Ibid*, 224.

papers to all students. When the students finished their writing, the papers collected and then the writer checked in the incorrect words.

#### b. Interview

Researcher has interviewed teacher and students to get more information and data. Esterberg stated in Sugiyono, interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>28</sup>

### **D. Data Analysis**

In conducting this research, researcher use the data analysis by Miles and Huberman. The activity in qualitative data analysis is done interactively and run continuously until complete and the data saturated.<sup>29</sup> The activities in analysis the data are data reduction, data display, and conclusion drawing/verification.

#### **D.1 Data Reduction**

Data reduction was the first step in analyzing the data. It means reducing the data, summarizing, and choosing the essentials, focusing on what matters. Firstly, researcher selecting and summarizing the relevant documents then encode the data. This was done through process coding; the process of labelling and segmenting units of meaning to the descriptive inferential information compiled during the study. The purpose was to

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<sup>28</sup> *Ibid*, 230.

<sup>29</sup> *Ibid*, 246.



help the researcher in organizing and classifying the data. The process of coding as follow:

- a. The data were carefully read and listen
- b. The data that related to the objectives of the study were identified and selected.
- c. Each datum was assigned by code. The code as followed:

**S1/App.3/P.59/L.5**

**Int-S2/App.16**

Note:

S1 : Number of student

App : Number of appendix

P : Number of page

L : Number of line

Int : Interview

## **D.2 Data Display**

Data display can be done in the form of brief descriptions, charts, and flowcharts. The most frequent form of display data for qualitative research data in the past has been narrative text.<sup>30</sup> In this research the data was presented in the form of table and description. The researcher classified and displayed the data about error analysis in language use based on Hagey's Theory.

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<sup>30</sup> *Ibid*, 249.

### **D.3 Conclusion Drawing and Verification**

In this phase, the writer drew meaning from the data in a display. The first conclusion proposed is still temporary, and it will change if there are strong evidences support the next stage of data collection. The writer checked the validation of the data using triangulation strategy. According to Miles and Huberman, triangulation is a tactic for verifying of confirming finding by using multiple sources and modes of evidence.

### **E. Research Procedure**

The writer did some procedures to conduct her research as a process. The procedures are elaborated below:

1. Writer prepares an instrument or a test for the students. The test consists of instruction to compose a hortatory text.
2. Writer came to school to ask the principle's permission to allow her conducted her research. After getting the permission, the writer is allowed to meet the English teacher to arrange time for doing the research.
3. The writer did her research in the class XI MIA 2, and she got the class as sample of her research based on purposive sampling. Before giving the writing test she watched the teaching learning process. The English teacher gave explanation to the students which the topic will hortatory text. After explaining the material, the writer gave instruction and guidelines how to do the writing test.
4. Next, writer collected the students' writings test and checked it.

5. Next, the writer analysed the writing test to find the most common errors in language use made by students.
6. Then, writer calculated the total errors by drawing it up in a table based on the classification of errors then writer made the result of total errors into a table.
7. Then writer interpreted all of the data descriptively.
8. The last step is writer made conclusion of her research.

## **F. Trustworthiness**

Validity in qualitative research is including: credibility, transferability, dependability, and confirmability.

### **F.1 Credibility**

Credibility is concerned with the degree of accuracy of the research design with the results achieved. The credibility of qualitative data research is done by extension of observation, increasing of persistence, and triangulation.<sup>31</sup>

Extension of observation, means the researcher returned to the field, make observations, interviews again with data sources ever encountered or new. With the extension of this observation means the relationship of researchers with resource persons will be increasingly formed rapport.

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<sup>31</sup> Sugiyono, *loc.cit*

Stainback stated in Sugiyono Rapport is a relationship of mutual trust and emotional affinity between two or more people.<sup>32</sup>

Increased perseverance, this means like checking the problems or papers that have been done, whether something is wrong or not. Thus the researcher can provide accurate and systematic data about what is observed.

Triangulation, William stated in Sugiyono, triangulation is a qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources, or multiple data collection procedures. Triangulation in testing of credibility is defined as checking data from various sources in various ways, and at various times.

## **F.2 Transferability**

Transferability indicates the degree of accuracy or applicability of the results of the study to the population in which the sample was taken. This transfer value is related to the question, to which the results of research can be applied or used in other situations. Therefore, in order for others to understand the results of qualitative research so that it is possible to apply the results of the research, in making the report, the researcher must provide a detailed description, clear, systematic, and reliable.

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<sup>32</sup> Sugiyono, op.cit. 270.

### **F.3 Dependability**

Dependability is done by conducting an audit of the entire research process. If the research process is not done but the data is, then the research is not reliable or dependable.

### **F.4 Confirmability**

In qualitative confirmability is similar to dependability test, so the test can be done simultaneously. Test of confirmability means testing the results of the research associated with the process performed. In the study, do not let the process does not exist, but the result is there.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The findings of the study are showed identification, percentage of language use error, and the causes of language use error. After collecting students' hortatory writing, students' sentences were identified and percentage. Identification referred to selecting the sentences contributed language use error. The data had been gathered then being described using classifying of error based on Hugey which consisted of simple present tense, conjunction and time connectivity, nouns and pronouns, action verbs, adjectives, and adverb.

##### A.1 Error Identification

In this section the writer were identified error in the hortatory text based on 7 categories in language use based on Hugey. The identification and description were figured out in the following below:

##### A.1.1 Simple Present Tense

The writer found two errors in simple present tense. These are made by one student only. The errors are:

1. *The first time when tik tok application is come*  
(S1/App.3/P.58/L.8). The correct sentence is *the first time when tik tok application comes*.

2. *Tik tok make people wasted his time* (S1/App.3/P.58/L.10). The correct sentence should be *tik tok makes people wasting their times*.

It can conclude that almost all of the students has no problem in using simple present because only one student did the error.

### **A.1.2 Conjunction**

Three errors are found in this type. The errors are in the following below:

1. *It was inspired people to make a created video who can develop talent* (S1/App.3/P.58/L.9). The correct sentence should be *It was inspired people to make a creative video which can develop talent*.
2. *I am so very happy* (S1/App.3/P.58/L.16). The correct sentence should be *I am very happy*.
3. *Becaus most people are wrong* (S6/App.8/P.63/L.7). The correct sentence should be *Because most people are wrong*.

It can be announced that students still understand about conjunction because from ten students only two students who made errors.

### **A.1.3 Noun and Pronoun**

This type is the most kind of error which writer found in students' writing. The errors was made by eight students. The errors are:

1. *Tik tok is a application to give a special effect unique* (S1/App.3/P.58/L.4). The correct sentence should be *Tik tok is an application to give a special unique.*
2. *This application has many music* (S1/App.3/P.58/L.6). The correct sentence should be *this application has many musics.*
3. *The users can do their perform with dance, lypsinc, etc* (S1/App.3/P.58/L.7). The correct sentence should be *the users can do their perform with dancing, lypsinc, etc.*
4. *Is important for them* (S1/App.3/P.58/L.11). The correct sentence should be *it is important for them.*
5. *So that liked and share it* (S1/App.3/P.58/L.12). The correct sentence should be *so that, they like and share it.*
6. *Rich people order baby sister* (S2/App.4/P.59/L.3). The correct sentence should be *rich people order baby sitter.*
7. *They order assistant to manage rich people home* (S2/App.4/P.59/L.5). The correct sentence should be *they order assistant to manage rich people's home.*
8. *Money only make our forget* (S2/App.4/P.59/L.12). The correct sentence should be *money only make us forget.*
9. *So, prove money can't buy happiness* (S2/App.4/P.59/L.18). The correct sentence should be *so, it proves money can't buy happiness.*
10. *There are still many applications that are better certainly better and have a smaller mudhorot* (S3/App.5/P.60/L.17). The



correct sentence should be *there are still many applications that are better certainly better and have a smaller damage.*

11. *Are we not tired to playing games that have many harm* (S3/App.5/P.60/L.22). The correct sentence should be *are we not tired playing games that have many harms?.*

12. *If they have not empathy to their brother own* (S3/App.5/P.60/L.24). The correct sentence should be *if they have not empathy to their own brother.*

13. *Muhammad Zohri did not get attention from goferment* (S5/App.7/P.62/L.4). The correct sentence should be *Muhammad Zohri did not get attention from government.*

14. *It should be before he viral has got coop* (S5/App.7/P.62/L.5). The correct sentence should be *it should be before his viral has got coop.*

15. *He invited to the scate by father president* (S5/App.7/P.62/L.9). The correct sentence should be *he invited to the scate by Mr. President.*

16. *Tik tok is also an application that uses music* (S6/App.8/P.63/L.2). The correct sentence should be *Tik tok is an application that using music.*

17. *Tik tok is an application that uses a very large quota* (S6/App.8/ P.63/L.4). The correct sentence should be *Tik tok is an application that using a very large quota.*

18. *Tik tok can also make a short video cool* (S7/App.9/P.64/L.2).

The correct sentence should be *tik tok can also make a short cool video*.

19. *Tik tok is also an application that uses music like dj music* (S7/App.9/P.64/L.3).

The correct sentence should be *Tik tok is also an application that using music like dj music*.

20. *Tik tok is also very damaging for the country that wear it*

(S7/App 9/P.64/L.18). The correct sentence should be *Tik tok is also very damaging for the country that use it*.

21. *And becomes application connected pornografi*

(S9/App.11/P.66/L.8). The correct sentence should be *And it becomes an application connected to porn*.

22. *Money can be earned by warking* (S10/App.12/P.67/L.3).

The correct sentence should be *money can be earned by working*.

23. *Money will run out if used constantly* (S10/App.12/P.67/L.5).

The correct sentence should be *money will run out if it use constantly*.

24. *Money does not guarantee us happy* (S10/App.12/P.67/L.6).

The correct sentence should be *money does not guarantee us happiness*.

25. *Is does not mean* (S10/App.12/P.67/L.12).

The correct sentence should be *it does not mean*.

Students has many problems in this type. It can conclude almost all students did errors. They did not understand using noun

and pronoun in a right way. They often misuse the class of the word. Instead of noun, they wrote another like verb and adjective.

#### **A.1.4 Verbs**

This is the second type of errors that students did the most. These are done by six students in this type. The errors are:

1. *They no shy* (S1/App.3/P.58/L.14). The correct sentence should be *they are not shy*.
2. *I am no worry* (S1./App.3/P.58/L.17). The correct sentence should be *I don't worry*.
3. *They to find money* (S2/App.4/P.59/L.1). The correct sentence should be *they find money*.
4. *Money willn't we bring* (S2/App.4/P.59/L.14). The correct sentence should be *we won't bring money*.
5. *Happiness gotten with loveliness* (S2/App.4/P.59/L.15). The correct sentence should be *happiness is gotten by loveliness*.
6. *We can creative to make lots of funny video* (S3/App.5/P.60/L.8). The correct sentence should be *we can be creative to make lots of funny video*.
7. *Money is a to buy something* (S4/App.6/P.61/L.4). The correct sentence should be *money is used to buy something*.
8. *I thing money can't buy happiness* (S4/App.6/P.61/L.6). The correct sentence should be *I think money can't buy happiness*.

9. *Money only happiness in the meantime* (S4/App.6/P.61/L.7).

The correct sentence should be *money only makes happiness temporarily.*

10. *I thing science is more important* (S4/App.6/P.61/L.11). The

correct sentence should be *I think science is more important.*

11. *Science ned to money because science expensive* (S4/App.6/

P.61/L.12). The correct sentence should be *science needs money because science is expensive.*

12. *We as teenagers* (S8/App.10/P.65/L.12). The correct sentence

should be *We are as teenagers.*

13. *This application useful or useless dependent on to apply*

(S9/App .11/P.66/L.5). The correct sentence should be *This application is useful or useless depends on applying it.*

14. *A number of person wrong* (S9/App.11/P.66/L.7). The correct

sentence should be *A number of person is wrong.*

15. *This application useful if people to use with well* (S9/App.11/P.

66/L.8). The correct sentence should be *this application is useful if people use it well.*

16. *If he to use with well* (S9/App.11/P.66/L.13). The correct

sentence should be *if he uses it well.*

17. *If he to use with not well* (S9/App.11/P.66/L.15). The correct

sentence should be *if he doesn't use it well.*

In this case students often did not using verb in their sentences. Their sentences became incomplete. Most of the sentences are like phrases.

#### **A.1.5 Adjectives**

Only one error that found in students' writing. It is done by student 2. The error is *they can't happiness* (S2/App.4/P.59/L.8). The correct sentence should be *they can't happy*.

#### **A.1.6 Adverbs**

Two students were found made errors in this type. The errors are:

1. *They haven't loveliness between parents* (S2/App.4/P.59/L.17). The correct sentence should be *they haven't loveliness between parents*.
2. *I don't like tik tok to* (S8/App.10/P.65/L4). The correct sentence should be *I don't like tik tok too*.

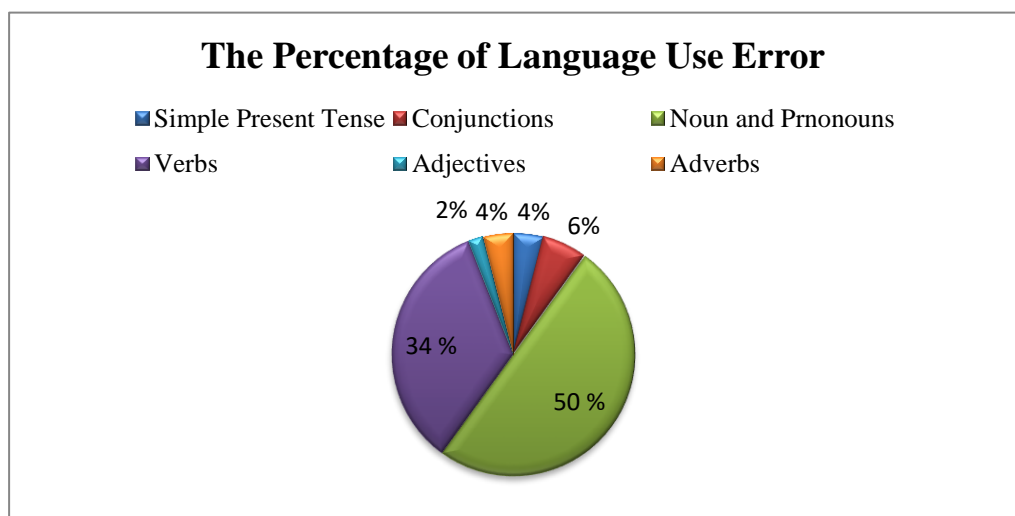
So far, students still understand about using adverb in a sentence. It is proved by the writing of students whose only few errors.

### A.1.1.1 The Percentage of Errors

Based on the description above, it could be seen that were 35 errors were found in students' hortatory writing. The frequency and percentage of language use error could be seen in the following table:

Type of Error	Frequency	Percentage
Simple Present Tense	2	4 %
Conjunctions	3	6 %
Noun and Pronouns	25	50 %
Verbs	17	34 %
Adjectives	1	2 %
Adverbs	2	4 %
<b>Total</b>	<b>50</b>	<b>100 %</b>

And the percentage of language use error could be illustrated in the chart below:



## A.2 The Causes of Language Use Error

Based on the theory in the field writer found that there two causes why students did errors in their writing.

### 1. Less vocabulary

Some students having difficulties in remember and mastering vocabulary, they tried memorize it but the next day they forgot. It can be seen in the results of the interview as follows:

- *I am having trouble in memorize so it is difficult remember many vocabulary* (Int-S2/App.14/P.72)
- *Vocabulary is my weakness. It is difficult.* (Int-S3/App.14/P.72)
- *The vocabulary because I never memorize it at home.* (Int-S7/App.14/P.72)

### 2. Lack of grammar

Grammar is also the cause of error in students writing. They often misuse the form of grammar. Some of them still did not understand about it. It can be seen in the results of the interview as follows:

- *I am struggling in grammar but only a few grammars.* (Int-S1/App.14/P.72)
- *I don't understand grammar. Many forms of grammar make me confused.* (Int-S4/App.14/P.72)

- *I think the difficulties in writing hortatory only in grammar. Because I am not understand about some grammar. (Int-S5/App.14/P.72)*
- *The grammar because sometimes I misuse the word. (Int-S8/App.14/P.72)*

## **B. Discussion**

Language use is very significant in writing. Reader will have no problem to catch the point of our writing if writer use the right language use. Students are expected to choose the right of language use in their writing. They have to follow the correct rules in the components of language use. On the teaching and learning of writing skill, there are constraints faced by both teachers and students. As for example, the students face difficulties in expressing ideas because of their less writing practice and they do not mastering enough grammar. So, they often make errors in their writing.

As stated by Hugey, language use is one of important component to consider the writer should concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentence construction, etc. Based on the findings, many students made error in writing hortatory. From analyzing of 10 students' writing, researcher found language use error, there were 6 types of language use error which students has done the error on each type.



## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

Based on the data in the previous chapter, the writer would like to draw a conclusion that eleventh grade students class of XI MIA-2 MAS Muallimin Medan still made many errors in writing hortatory text. The most common language use error made by the students are noun and pronouns with the number of errors is 25 or 50%, verbs with the number of error is 17 or 34%, conjunctions with the number of error is 3 or 6%, adverbs with the number of error 2 or 4%, simple present with the number of error 2 or 4%, and adjectives with the number of error 1 or 2%.

The students did the errors because they are less of vocabulary and they are lack of grammar. Some students announced when they shared their opinion in writing it makes them confused because they are afraid of using word incorrectly. Language use is also one of their fear in English. They barely used grammar correctly.

#### **B. Recommendation**

After presenting the result of the research, the writer would like to propose some recommendation which might be useful for both students and English teachers.

1. To students, they should learn more about English especially in vocabulary, next time they will not confuse and worry while writing

English text. Try to memorize vocabulary at least five words a day and use the word in daily life, step by step they will be mastering many vocabulary.

2. To teachers, try to improve the enthusiasm of students, encourage them to learn more about English, convince them by learning English they can obtain many knowledges. Also, find the other way to prevent the students made less errors in their writing.

### **C. Implication**

Implication are drawn from the research finding. The research came with a finding that there are many errors at students' language use in writing hortatory exposition text. Considering the conclusion drawn above this research implies that analysing students' error in language use is needed to prevent the error in the future. By analysing students' error teachers will know how far the capability of their students. It makes them find the best way to manage the learning process. It is expected that teachers are highly recommended to analyse students' errors so step by step students will better in writing.

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**APPENDIX I****SHEET OF WRITING TEST****Instructions:**

1. Write a hortatory text consists of three generic structures ( thesis, arguments, and recommendation).
2. You have 60 minutes to write it. Your writing should consists of 120-150 words.
3. Choose one of the topic below.
  - a. Youth achiever deserve to be appreciate
  - b. Tik Tok, useful or useless?
  - c. Money can't buy happiness

## APPENDIX II


**Name :**  
**Class :**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

### APPENDIX III

#### Student 1

Name : Robiah Al Adawiyah  
 Class : XI MIA 2



TIKTOK, USEFUL OR USELESS ?

Assalamualaikum Wr. Wb. ☺

Hi guys, here I want write a hortatory text with the title TIK TOK  
USEFUL OR USELESS.

TIK TOK is a application to give a special effect unique and interesting,  
which can be used easily by every one, than exhibited to friends  
and others. This application has many music so the users can do  
their perform with dance, lip sync etc.

The first time when tik tok application is come, it was inspired  
people to make a created who can develop talent, but getting  
here tik tok make people wasted his time, do not care about others,  
especially for women, they do what they like, is important for  
them to get appreciation so that liked and share it. But I think,  
this is so far from iffah and izzah (pride) for women.  
They no shy with aiblat their live, sayyidahuna Fatimah Azzahra  
bintu Rasullulah, who is very self-guarding from what is sinful.

Alhamdulillah, now tik tok application was blocked. I'm so very  
happy, so I'm no worry again about damage people from this  
application.

Something that I afraid of if reverted this application will cause  
things that damage the moral of the nation.

I hope with the loss of this application all will improve don't forget  
to pray for our nation.


Wassalamualaikum Wr. Wb.



## APPENDIX IV

## Student 2

Name : Aisah Fajar  
 Class : XI IPA (2)



### Rich People Life

Line 1 Rich people have much money. They to find money  
 from morning until night. So, rich people can't guard  
 their child until rich people order baby sister. Not only  
 they can't guard but also rich people can't manage their home  
 Line 5 until they order assistant to manage rich people home.  
 Rich people haven't time to handle their life. They only  
 busy to find money, until they only have much money  
 and they can't happiness.


Line 10 Rich people haven't happiness, because money can't  
 buy happiness. Why? because money only make feel  
 satisfied in word. Not only they feel satisfied but also  
 money only make our forget to in the end of the word.  
 money can't buy happiness because money will finished,  
 and money won't we bring until in the end of the word.

Line 15 So, money can't buy happiness, because happiness  
 gotten with loveliness, not with much money. For what  
 they have much money but they haven't loveliness  
 between parent's with their child. So, prove money  
 can't buy happiness.

## APPENDIX V

## Student 3

Name: M. Khoir Fathur  
 Class: X MIA 11 (ten general science lessons two)



Thank you for giving me time to choose and present my opinion.  
 I choose the title "tiktok : useful or useless .. Is it worth it ?"  
 Why I choose the topic before it. according to wikipedia, tiktok is  
 "a social network and music video platform originating from  
 china launched in september 2016".

I will present my opinion. Actually, any application made by  
 humans must have a positive and negative impact. So, we can  
 have video editing skill, we can creative to make lots of funny  
 videos, and then we can freely express and channel our talents.

But ... far from it, tik tok has many negative impacts.  
 Tiktok is very violate islamic syaria law -- Indirectly, tiktok  
 makes the younger generation prefer to wobble if not clear --  
 let alone women ... and this is clearly forbidden by our  
 religion -- and by playing tiktok, we have made our time wasted  
 if that is the reason to make us more creative, then there  
 are still many applications that are better and certainly  
 better and have a smaller mudharat.

I say tiktok application is good. But many young  
 Indonesians are abusing the application. And indirectly it can  
 damage the mind and mentality of Indonesia's young generation.


And from the religious side, are we not tired to playing  
 games that have many harm, but our brother in palestine are  
 struggling to fight for their country and religion.  
 Very cruel man ... if they haven't empathy to their brother  
 own ... ha'adzubillah ...

So, let's friends -- we use the best time possible by  
 worshipping to Allah sub. anin ..

## APPENDIX VI

Student 4

Name : Ki Kurnia Rahman  
 Class : IX IPA 2



### Money Can't Buy happiness

Money is Payment in all people of in word. We know now paper money of Republic Indonesian is a Rupiah. Production from Bank Indonesia. And money is a to buy something better habit everyday.

Money can't buy happiness because I think money can't buy happiness but many action of money only happiness in the meantime to hang out of market to buy something useful or not useful except only to importance in word not to importance in actual.

And I think Science is more important than money but science need to money because science expensive than all.


So, money can't buy happiness. Except money is not true for my life.

## APPENDIX VII

Student 5

Name: *Nanna hari*

Class: *xi mia 2*



youth achiever deserve to be appreciate

Line 3 *Salu Mohammad Zohri is a 100 m athlete from Indonesia.*

*he was born in Lombok on 1 July 2000. he won with*

*10.10 seconds time which took place in finlandia.*

Line 5 *Mohammad Zohri did not get the attention of the government*

*after it should be before he wins. he got coach from the*

*government, but it is not real, just after Zohri fought*

*alone just got attention from the government and he was*

*given scholarship by the government and invited to the*

Line 10 *state place by father president. the said Zohri wins without*

*carrying the flag of Indonesia. and there are polish citizens*

*giving white and red flag and turning red to white by*

*Mohammad Zohri.*

Line 15 *so, Mohammad Zohri, a young athlete who manged elwa was*

*brought the fragrant name of Indonesia, but has not receive*

*the attention of government, and after he became the champion*

*and began to know many people. Muhammad Zohri was*


*recognized by the government.*



## APPENDIX VIII

## Student 6

Name : M. IKHSAN : FAZAR  
 @ IKHSAN - 1023  
 Class : XI MIA 2



Tik Tok is crazy

Tik tok is an application that uses a very large quota, and tik tok is used to entertain someone with a joke style and many people misuse, tiktok is short video that uses music. Tik tok is now on the rise in Indonesia, the progress of the tik tok is very rapidly.

I think tiktok is not good to use, because most people are worried to use tik tok most children when they use tik tok they forget the time so that their learning is disrupted by application tik tok this child more interested with this applications generation of nation not famous with point but famous for achievement.

In conclusion I want to tik tok to delete, for the generation of the nation has a very useful achievement. because tik tok damage the child's brain tik tok like a very deadly virus. ☹️


"Thank you for giving me an opportunity to answer your questions, hopefully be a student who excel, pray for us following brother

W

## APPENDIX IX

Student 7

Name : W/andor Horiza.  
 Class : XI IPA (2)



Tik Tok, useful or useless.

Line 1      Tik tok is a unique and interesting application, in addition  
 to pulling the tok can also make a short video cool. Tik  
 tok is also an application that uses music like DJ music and  
 Line 5      often encountered among teenagers in the present day, and  
 many children who like tik tok, because according to them  
 tik tok is like their staple food.


Line 10      In my opinion, tik tok should be blocked because the  
 application tik tok is very unlawful, besides the  
 application tik tok also make all the people who want to  
 play it, until the veiled woman though dare to play tik tok  
 just to be famous, tik tok also can destroy all young generation,  
 and make all the sinners by blinking his eyes in the camera  
 and until daring to show his nakedness and his cock.

Line 15      So, I think the tik tok app should be blocked if  
 necessary removed from the face of this earth, because  
 the application of tik tok is very dangerous for young gene-  
 ration, and tik tok is also very damaging for the country  
 and wear it.

## APPENDIX X

Student 8

Name : ALYA fahra berutu  
 Class : XI ipa<sup>1</sup>



Tik-Tok, useful or useless?

Line 1 TikTok is an application that provides special effects that can be used by its users easily so it can make short videos with great results.

Line 5 I don't like tiktok because this application can ruin thinking of children in the present day for example children who are still elementary already know what love is because the application of tik tok very different from ancient child is now more often called the generation of micin because they just want their instant paced do not want to think nation and the country is damaged just because it is to follow the times

Line 10 we as teenagers for muslim women need to maintain our behavior and also respect the religion of islam. a good muslim always addresses her shame in the act of not exposing herself to a public space with an awkward wobble. indeed, if the popular and the existence has been achieved, all happiness of the world and its contents.


## APPENDIX XI

Student 9

Kamis, 26-07-2018

Name : Siti Syachrani

Class : XI MIA<sup>(2)</sup>



Thump use Tik Tok.

Line 1 Tik tok is application just acknowledged in moment.

A number of person to use that application. There are many interesting song, anything "Lagi Syantik". This Application with method lipsync.

Line 5 This application useful or useless dependent on to apply. I don't like this application because make people become A number of person wrong to use in this era. And become application connected pornografi. This application useful if people to use with well and can make people become famous. If the application useless it also hanging to use. I confess application interesting course. - So, natural many people like application.


Line 10 So, useful or useless it hanging to use. If he to use with well, then to thump also well. If he to use with not well, then to thump also not well.



## APPENDIX XII

Student 10

Name: FIKRY Wardana  
 Class: XI-IPA2



Money can't buy happiness

Line 1 money is a paper or metal object that has value.  
 money is used to buy the items we need. money can  
 be earned by working and working

Line 5 money will not be there forever so money cannot  
 make us happy because money will run out if used  
 constantly, so money does not guarantee us happy,  
 because that makes us happy is with knowledge, friends,  
 and family.

Line 10 So in conclusion, happiness can be obtained with  
 many good ways, can with knowledge and friends toget-  
 herness can also with money, although money can make  
 you happy but it does not mean if we have money we  
 will always be happy.

## APPENDIX XIII

### INTERVIEW

#### (TEACHER)

1. How is your experience during teaching in this school?

Talking about experience always there are two feelings to choice happiness and sadness. I am happy when I see the students can speak English fluently, can communicate with other people in English and able to answer all of my question. And my sadness is when there is a student can not read the English text or they can not write the word or the sentence that I tell them. One more thing, they also lacks in vocabulary because they said that there is no standart of pronounce some words, and they lack of grammar and structure as well.

2. So far, how is the ability of the students especially in XI MIA 2?

The ability in XI MIA 2 If we give them score or mark is about eighty or ninety it means they have ability in understanding the lesson

3. How often do you give them homework?

Always, because my teaching method, first I give them the material that we will discuss in the class and the second I give them test after that, the test that I given is aims to measure how the ability of the students in understanding my lesson

4. How long have you been teaching in here?

I have been teaching here since 2007 until now so it has been eleven years, after graduated from UMN, I directly teaching in this school

5. Have the students ever follow some competition in English?

Yes, they have. There are several English competition that we followed for example English competition in USU and UNIMED but they have not got something yet. Maybe next time they will win.

6. What is your hope for the student in the future?

I hope they able to speak English fluently and then they able to communicate with other people in English and that's all I think.

## APPENDIX XIV

### INTERVIEW (STUDENTS)

#### 1. Do you know about hortatory exposition text?

S1: After I learn hortatory I understand that hortatory consist of three components; thesis, argument, and recommendation.

S2: hortatory is same with argument text. But they also have differences. Hortatory is using at writing but argument is using in speaking. So they both have same function but using in different way.

S3: Thesis is introduction, argument is an opinion, and recommendation is a conclusion.

S4: Yes, I know

S5: hortatory text is something about our opinion.

S6: hortatory has three components namely thesis, argument, and recommendation.

S7: It is an argument text

S8: Hortatory is a text that show our opinion about something

S9: It is one kind of text in English

S10: hortatory has three structures thesis, argument, and recommendation.

In thesis we explain about topic we choose. Argument is about why our topic is important. And recommendation is conclusion of our topic.

#### 2. What is the difficulties in writing hortatory text?

S1: It is difficult to use the right word. Because I am not mastering many vocabulary and when arranging the sentence I am struggling in grammar but only a few grammar.

S2: I am having trouble in memorize so it is difficult remember many vocabulary

S3: vocabulary is my weakness. it is difficult.

S4: I don't understand grammar. Many form of grammar make me confused.

S5: I think the difficulties in writing hortatory only in grammar. Because I am not understand about some grammar but I have no problem in vocabulary.

S6: I did not find difficulties while I was writing hortatory

S7: The vocabulary because I never memorize it at home

S8: The grammar because sometimes I misuse the word.

S9: I do not understand about it. I have learned it but my head dizzy thinking about it

S10: I just find a lil bit difficulties but over all I enjoy writing it.

### 3. Do you know about language use in writing?

S1: no, I don't

S2: yes, I do but only a few

S3: yes, I do

S4: yes, but only a few

S5: I know

S6: Yes, I do

S7: Not really

S8: No

S9: A little bit

S10: I know

4. Can you use language use in your writing?

S1: yes, I can

S2: yes, but I think I like speaking than writing.

S3: So, I am more comfort telling my opinion orally than in writing

S4: No, I am confused

S5: like I said previously I prefer speaking to writing. Because in speaking we don't have to worry about grammar, true or false it doesn't matter, people will not correct it, but in a writing we have to focus on it.

S6: yes, I can use it.

S7: I can

S8: I don't know

S9: Maybe because I am not good in grammar

S10: Yes, I can

**APPENDIX XV****DOCUMENTATION**

